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A study on the Self-concept of Secondary Teacher Trainees

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Abstract:

The purpose of this study is to study the Secondary Teacher Trainees Self-concept in relation to their gender, locality, family type and college type. For the present study, the researcher has taken a sample of 1000 government-aided and private college teacher trainees in various colleges of University of Mysore of Karnataka state, India. Self concept Rating Scale by Pratibha Deo was used to collect the data. It's far the revised shape of old personality phrase listing. It consists of 90 adjectives which screen the self idea within the region of intelligence, emotional, social, person and aesthetic. The classified and tabulated data were subject to statistical analysis using percentage, 't' test, one way ANOVA and multiple comparisons. From the analyzed data, major findings, discussion, educational implications and suggestions was made and reported.

Key words: Self-concept, emotional, secondary, teacher, trainees.

Self concept: Meaning and Importance

Self-concept is our personal know-how of who we are, encompassing all of our mind and emotions approximately ourselves physically, individually, and socially. Self-concept also includes our understanding of the way we behave our abilities, and our individual characteristics. Our self-idea develops maximum swiftly at some point of early adolescence and youth, but self-concept continues to form and change over the years as we learn greater approximately ourselves.

Early studies on self-concept suffered from the concept that self-concept is a single, solid, unitary conception of the self. More recently, but, pupils have recognized it as a dynamic, energetic shape that is impacted via each the person's motivations and the social situation.

A person's self-concept enables them define who they suppose they're and the way they suit into the world. That in itself makes self-concept crucial because each character desires to know them and sense as although they belong. It applies to everyone, due to the fact anyone goes to have a few form of notion approximately who or what they are. That can be a sticky concept for some, especially folks that reject the notion of labels or think about labelling as an awful thing. Take the mindset of a rebellious, loose spirit. That man or woman may not need to sense as though they may be being limited to any unique set of attitudes or way of lifestyles. The individual won't want to experience they're being positioned right into a container that they do no longer belong in.

Literature Review:

Jerald Antony Raj, A L (2010) Studied on Information and Communication Technology in relation to Intelligence and Self-concept of BEd Trainees in Puducherry region. The major findings was most of the B.Ed Teacher Trainees (66.32%) have average Self-Concept. 18.65% of the B.Ed Teacher Trainees has low Self-Concept; where as 15.03% of the Teacher Trainees have high Self-Concept.

Krishna Mishra (2012) A study of self-concept and interest in teaching of pre-service teachers of secondary level. There was very excessive self-concept of pre-provider teachers of secondary degree of SKITT. Self concept of lady pre-provider teachers of secondary degree of SKITT became found to be notably better than male pre-service instructors.

Mangala, B. Ram (2013) studied on An Investigation into the Self-Concept, Emotional Intelligence, Personality Adjustment and Attitude towards Teaching Profession of D.Ed Teacher Trainees in Mysore District. Most important findings of the examiner were: Majority of the trainer trainees selected had medium Self Concept (85.7%), very few of them had low and high Self Concept (7.3 and 7.0 respectively). Female teacher trainees (mean 32.71) had significantly higher Self Concept than the male teacher trainees (mean 32.13).

Ganesh K. Petkar (2015) studied on Self-concept of Disciplined and Undisciplined Students of Rural and Urban Areas. The essential findings have been: No large distinction is determined in the Self-idea of disciplined and undisciplined students of rural vicinity. There is good sized difference inside the Self-concept of disciplined and undisciplined students of urban place.

R. Grace Sophia, A. Veliappan (2016) studied on An Investigation on Educational Self-concept of Higher Secondary Students. The major findings were: 21.2% of boy students and 31.1% of girl students had high level of Educational Self-concept. Female students have better Educational Self-concept when compared to the male students.

T. Aruna Bharathi & P. Sreedevi (2016) studied on the Self-Concept of Adolescents. The result of the study revealed that higher percentage of adolescents had above average self-concept in different dimensions temperamental (85%), intellectual (77.5%), physical (60%) and social (52.5%). About 47.5 percent adolescents equally had high and above average self concept in education. And 57.5 percent of adolescents had high moral self concept.

Dr.N.Sasikumar (2016) A Study On Self-Concept and Academic Achievement among the Graduate Teacher Trainees. Its miles found that, there may be a sizable distinction among male and female & government and private students of B.Ed. course in recognize of their self-idea. It's far observed that, there's no enormous distinction between rural and concrete location house scholar teachers & nuclear and joint family teacher trainees self-idea in B.Ed. route in respect in their self-idea. Its miles located that, there's no tremendous courting between self-concept and educational fulfillment of B.Ed. College students.

Jagadeesha E (2017) studied on Multiple Intelligence among B.Ed. Teacher trainees in relation to their Adjustment and Self Concept. Major findings of the study related to Self-concept were: Majority of teacher trainees that is 48.60% of trainer trainees have been found to possess Average level of self-concept. There's no widespread difference found among the Male and female, rural and urban, arts and science and Undergraduate and Postgraduate B.Ed. teacher trainees close to Self-concept.

Objective of the study:

The study has the following objectives:

1. To study the teacher trainees Self-concept.
2. To compare the difference between male and female teacher trainees in their Self-concept.
3. To compare the difference between rural and urban teacher trainees in their Self-concept.
4. To compare the difference between joint and nuclear family teacher trainees in their Self-concept.
5. To compare the difference between private and aided college teacher trainees in their Self-concept.
6. To compare the difference between different district's teacher trainees in their Self-concept.

Hypothesis of the Study:

Based on the objectives, the researcher formulated the following the null hypothesis,

H-1: There is no significant difference between Male and Female teacher trainees in relation to their Self-concept.

H-2: There is no significant difference between rural and urban teacher trainees in relation to their Self-concept.

H-3: There is no significant difference between joint and nuclear family teacher trainees in relation to their Self-concept.

H-4: There is no significant difference between private and aided college teacher trainees in relation to their Self-concept.

H-5: There is no significant difference between different district teacher trainees in relation to their Self-concept.

Methodology:

The main purpose of this study was to study the teacher trainee's Self-concept. Descriptive survey method was used for this research study.

Sampling Procedures:

Purposive sampling was used. The researcher purposively selected 1000 government-aided and Private College teacher trainees in various colleges of University of Mysore of Karnataka state, India.

Among 1000 teacher trainees 232 are male and 768 are females. 724 teacher trainees are rural background and 276 teacher trainees are urban background. 387 teacher trainees from Joint family and 613 teacher trainees from Nuclear family. 592 teacher trainees are private colleges and 408 teacher trainees are Aided college trainee's.

Tool Used:

Self concept Rating Scale via **Pratibha Deo:** It's far the revised shape of old personality phrase listing. It consists of 90 adjectives which screen the self idea within the region of intelligence, emotional, social, person and aesthetic. Age group 13 to 26 years.

Statistical Techniques Used:

The classified and tabulated data were subject to statistical analysis using percentage, 't' test, one way ANOVAs and multiple comparison.

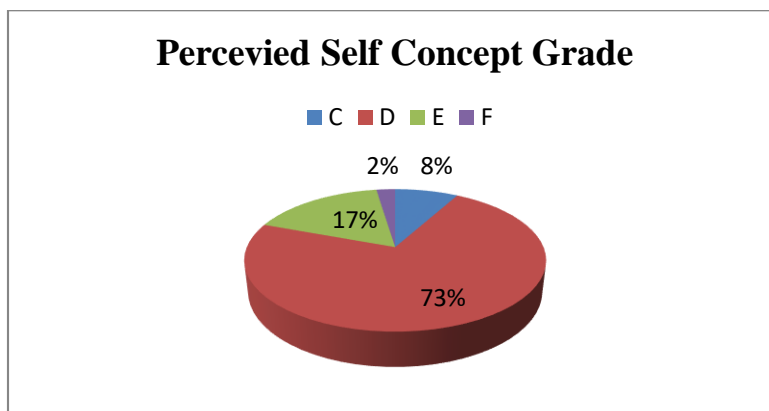
Analysis and interpretation:

The data was analyzed on the basis of formulated hypothesis.

Table 1: Teacher trainees Perceived Self-Concept Grade

		Frequency	Percent
Valid	C	81	8.1
	D	725	72.5
	E	170	17.0
	F	24	2.4
	Total	1000	100.0

Figure 1: Pie chart showing teacher trainees Perceived Self-Concept Grade

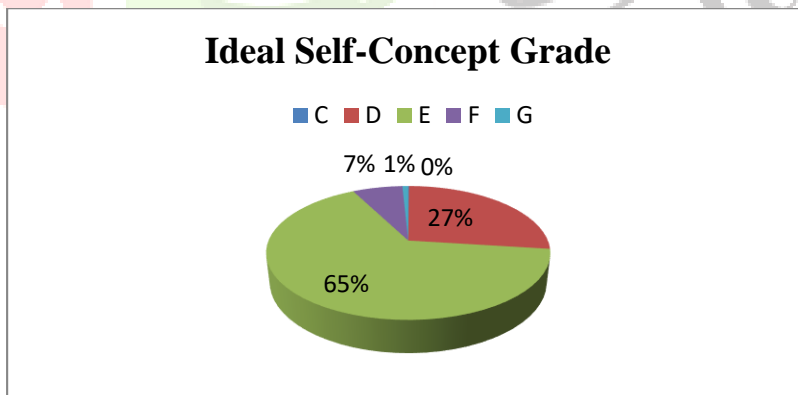


In present study there were 1000(100%) samples 81 (8.1%) Teacher Trainees are Above Average Level Perceived Self-Concept, 725 (72.5%) Teacher Trainees are Average Level Perceived Self-Concept, 170(17.0%) Teacher Trainees are Below Average Level Perceived Self-Concept and 24 (2.4%) Teacher Trainees are Low Level Perceived Self-Concept.

Table 2: Teacher Trainees Ideal Self-Concept Grade

		Frequency	Percent
Valid	C	1	.1
	D	269	26.9
	E	654	65.4
	F	68	6.8
	G	8	.8
	Total	1000	100.0

Figure 2: Pie chart showing teacher trainees Ideal Self-Concept Grade

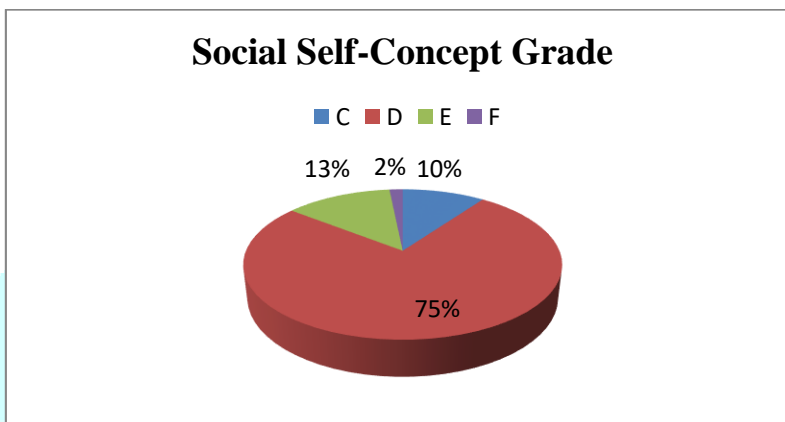


In present study there were 1000(100%) samples 1 (.1%) Teacher Trainees are Above Average Level Ideal Self-Concept, 269 (26.9%) Teacher Trainees are Average Level Ideal Self-Concept, 654(65.4%) Teacher Trainees are Below Average Level Ideal Self-Concept, 68 (6.8%) Teacher Trainees are Low Level Ideal Self-Concept and 8 (.8%) Teacher Trainees are Very Low Level Ideal Self-Concept.

Table 3: Teacher Trainees Social Self-Concept Grade

		Frequency	Percent
Valid	C	100	10.0
	D	755	75.5
	E	129	12.9
	F	16	1.6
	Total	1000	100.0

Figure 3: Pie chart showing teacher trainees Social Self-Concept Grade



In present study there were 1000(100%) samples 100 (10.0%) Teacher Trainees are Above Average Level Social Self-Concept, 755 (75.5%) Teacher Trainees are Average Level Social Self-Concept, 129(12.9%) Teacher Trainees are Below Average Level Social Self-Concept and 16 (1.6%) Teacher Trainees are Low Level Social Self-Concept.

Table 4: Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AGE	1000	20.00	41.00	23.1790	1.98719
SELF-CONCEPT	1000	66.00	160.00	117.7140	14.53973

In present study there were 1000(100%) samples minimum age is 20.00 and maximum age is 41.00, the Mean is 23.1790 and Std. Deviation is 1.98719. Teacher Trainees Self-Concept Score is Minimum 66.00 and Maximum score is 160.00. Mean is 117.7140 and Std. Deviation is 14.53973.

Table 5: Unpaired t test to asses mean score of variable between male and female teacher trainees

	SEX	N	Mean	Std. Deviation	t	df	p
SELF-CONCEPT	MALE	232	117.4440	15.31477	-.323	998	0.747
	FEMALE	768	117.7956	14.30670			

The mean Self-Concept score for male Teacher Trainees was 117.4440 ± 15.31477 and female Teacher Trainees was 117.7956 ± 14.30670 there was no statistically significant difference in mean Self-concept score ($p=0.747$).

Table 6: Unpaired t test to asses mean score of variable between rural and urban teacher trainees

	Locality	N	Mean	Std. Deviation	t	df	p
SELF-CONCEPT	RURAL	724	118.1713	14.54743	1.612	998	0.107
	URBAN	276	116.5145	14.47718			

The mean Self-Concept score for Rural Teacher Trainees was 118.1713 ± 14.54743 and Urban Teacher Trainees was 116.5145 ± 14.47718 there was no statistically significant difference in mean Self-concept score ($p=0.107$).

Table 7: Unpaired t test to asses mean score of variable between Joint and Nuclear family teacher trainees

	Family Type	N	Mean	Std. Deviation	t	df	p
SELF-CONCEPT	JOINT	387	117.0491	15.21862	-1.149	998	0.251
	NUCLEAR	613	118.1338	14.09080			

The mean Self-Concept score for Joint Family Teacher Trainees was 117.0491 ± 15.21862 and Nuclear Family Teacher Trainees was 118.1338 ± 14.09080 there was no statistically significant difference in mean Self-concept score ($p=0.251$).

Table 8: Unpaired t test to asses mean score of variable between teachers training college type

	COLLEGE TYPE	N	Mean	Std. Deviation	t	df	p
SELF CONCEPT	PRIVATE	592	117.8716	14.36733	0.413	998	0.680
	AIDED	408	117.4853	14.80105			

The mean Self-Concept score for Private College Teacher Trainees was 117.8716 ± 14.36733 and Aided College Teacher Trainees score was 117.4853 ± 14.80105 there was no statistically significant difference in mean Self-concept score ($p=0.680$).

Table 9: One Way ANOVA to assess the difference in mean variable score between teacher’s trainees of different district

		N	Mean	Std. Deviation	F	df	p
SELF CONCEPT	CHAMARAJA NAGAR	100	116.0600	14.45775	0.754	999	0.520
	MANDYA	300	117.5600	13.86991			
	MYSORE	300	117.6133	14.51319			
	HASSAN	300	118.5200	15.24832			

One way ANOVA was used to assess the difference in mean Self-concept score between Teacher Trainees of different district, The mean Self-Concept rating of Teacher Trainees of Chamarajanagar district was 116.0600+14.45775, the mean Self-Concept rating of Teacher Trainees of Mandya district was 117.5600+13.86991, the mean Self-Concept rating of Teacher Trainees of Mysore district was 117.6133+14.51319 and the mean Self-Concept rating of Teacher Trainees of Hassan district was 118.5200+15.24832, there was no statistically substantial difference in mean Self-concept rating between teachers Trainees of various district (p=0.520).

Table 10: Pair wise comparisons of variables between teacher’s trainees of different district

Multiple Comparisons				
Scheffe POST HOC TEST				
Dependent Variable	REFERENCE DISTRICT	COMPARISON DISTRICT	MEAN DIFFERENCE	P
SELF-CONCEPT	CHAMARAJA NAGAR	MANDYA	-1.50000	0.850
		MYSORE	-1.55333	0.836
		HASSAN	-2.46000	0.543
	MANDYA	MYSORE	-.05333	1.000
		HASSAN	-.96000	0.884
	MYSORE	HASSAN	-.90667	0.900

Pair wise comparison changed into done in using scheffee post hoc take a look at there has been no statistically good sized difference in mean Self-concept rating between teachers Trainees of Chamarajanagar and Mandya district (p=0.850), there has been no statistically tremendous distinction in imply Self-idea rating among instructors Trainees of Chamarajanagar and Mysore district (p=0.836), there has been no statistically good sized distinction in imply Self-concept rating among teacher Trainees of Chamarajanagar and Hassan district (p=0.543), there was no statistically sizable distinction in mean Self-concept rating among instructors Trainees of Mandya and Mysore district (p=1.000), there was no statistically massive distinction in mean Self-concept rating between teachers Trainees of Mandya and Hassan district (p=0.884) and there was no statistically sizable distinction in imply Self-concept score between trainer Trainees of Mysore and Hassan district (p=0.900).

Findings & Implications of the study:

1. The result of the analysis shows that 8.1% Teacher Trainees are Above Average Level Perceived Self-Concept, 72.5% Teacher Trainees are Average Level Perceived Self-Concept, 17.0% Teacher Trainees are Below Average Level Perceived Self-Concept and 2.4% Teacher Trainees are Low Level Perceived Self-Concept.
2. As seen from the analysis 0.1% Teacher Trainees are Above Average Level Ideal Self-Concept, 26.9% Teacher Trainees are Average Level Ideal Self-Concept, 65.4% Teacher Trainees are Below Average Level Ideal Self-Concept, 6.8% Teacher Trainees are Low Level Ideal Self-Concept and 0.8% Teacher Trainees are Very Low Level Ideal Self-Concept.
3. A number of 10.0% Teacher Trainees are Above Average Level Social Self-Concept, 75.5% Teacher Trainees are Average Level Social Self-Concept, 12.9% Teacher Trainees are Below Average Level Social Self-Concept and 1.6% Teacher Trainees are Low Level Social Self-Concept.
4. It was observed that Teacher Trainees Self-Concept Score is Minimum 66 and Maximum score is 160. Mean is 117.714.
5. There was no statistically significant difference in mean Self-concept score ($p=0.107$) of Rural & Urban Teacher Trainees.
6. There was no statistically significant difference in mean Self-Concept score between Teachers Trainees of different district ($p=0.520$).
7. There was no statistically significant difference in Self-concept score ($p=0.747$) of Male & Female Teacher Trainees.
8. There was no statistically significant difference in mean Self-concept score ($p=0.680$) of private & aided college Teacher Trainees.

Conclusion:

The findings of this study shows that in the taken sample, the level of perceived self concept is at the 'average level' in majority of the teacher trainees and the level of ideal self concept is at the level of 'below average' in majority of the teacher trainees and additionally about 3/4th of the teacher trainees had an 'average level' social self concept.

By contrasting the levels of perceived, ideal and social self concepts, it is evident that there is a good sized difference between the number of individuals with perceived self concept and social self concept on one hand and individuals with ideal self concept levels on the other hand.

In general, as there is no significant difference in levels self concept development with regards to variables like urbanization, region, sex and college type, it can be inferred that secondary teacher trainees irrespective of above variables must be equipped to develop self concept individually based on their present levels.

Furthermore, the teacher educators should work on the aspects of Self concept development in teacher trainees without any prejudice with respect to specified variables.

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